

LESSON PLANS

Aligned to Common Core



THE NED SHOW[®]

*A NEDucational Approach
to Character Development*



'You Can Be an Upstander' Video Lesson Plan

Big Ideas: Standing Up to Bullying, Upstander vs Bystander
Printable: 'Who's Who' - *Identify Characters*
CCSS: SL.K.1-SL.6.1, SL.K.2-SL.6.2

Create a NED Library



Create a special NED section in your library with books that share the same themes as NED's message. Invite students to read and share how NED's principles might fit with the book.

Key Preventing Bullying topics include:

- **Never Give Up**
on helping your school to be safe
- **Encourage Others**
to be upstanders with you
- **Do Your Best**
with the upstanding ways you can use to stop bullying at your school
- Standing up to Bullying
- Welcoming All People
- Tattling vs Telling
- Creative Problem Solving
- Confidence

Student-Friendly Learning Target



Post the learning target associated with each lesson in your classroom to help students know what is expected and what they should take away from the activity.

Common Core
STATE STANDARDS

Every lesson plan specifies the grade-level standards to which it is aligned.

K

Bullies Never Win by Margery Cuyler and ill. by Arthur Howard

Big Ideas: Standing Up to Bullying, Kindness, Encouraging Others
Printable: 'My Act of Kindness' - *Identify kind actions*
CCSS: RL.K.3, W.K.3

1

Giraffes Can't Dance by Giles Andreae and ill. by Guy Parker-Rees

Big Ideas: Confidence, Encouraging Others, Being Yourself
Printables: 'Who is Your Cricket?' - *Identify Encouragers*
 'Puppet Stories' - *Retelling the Story*
CCSS: RL.1.2, 1.7, W.1.2

2

The Recess Queen by Alexis O'Neill and ill. by Laura Huliska-Beith

Big Ideas: Standing Up to Bullying, Tattling vs Telling, Kindness
Printable: 'Before + After' - *Describe Feelings*
CCSS: RL.2.3, SL.2.2, L.2.5

3

Mr. Lincoln's Way by Patricia Polacco

Big Ideas: Tolerance, Welcoming All People, Learning from Mistakes
Printable: 'Then & Now' - *Describe and Organize Events & Feelings*
CCSS: RL.3.3

4

Shredderman: Secret Identity by Wendelin Van Draanen

Big Ideas: Standing Up to Bullying, Heroes, Creative Problem Solving
Printable: 'Fill-in Descriptions' - *Create Positive Self-Descriptions*
CCSS: RL.4.1, RL.4.3, W.4.9, L.4.3

5

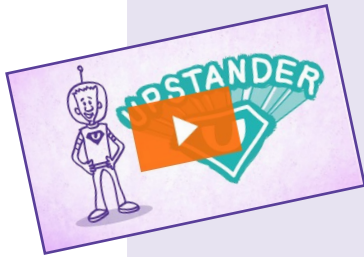
Matilda by Roald Dahl

Big Ideas: Standing Up to Bullying, Good vs Evil, Justice, Imagination
Printable: 'Silly Stories' - *Recall Details and Create New Scenarios*
CCSS: RL.5.1, W.5.1-2, 7

6

Who Was Jackie Robinson? by Gail Herman

Big Ideas: Acceptance, Role Model, Generosity, Integrity
Printable: Jackie's Timeline - *Identify Roadblocks and Solutions*
CCSS: RL.6.3, 6.6, W.6.1, 6.9, SL 6.5



You Can Be an Upstander

www.theNEDshow.com/lessonplans Length 4:00

In this animated 4 minute video, NED demonstrates what it takes to go from being a **bystander** to an **upstander**. Students will have fun learning how to stand up to bullying with these four out-of-this-world actions:

- 1) Be a Buddy
- 2) Interrupt
- 3) Speak out
- 4) Tell someone

Build Background

Explain that 'Preventing Bullying' is the theme of this video. Dig into their prior knowledge about bullying. *What is our school policy/motto about bullying prevention? What forms does bullying take? Have you seen or experienced bullying?*

Key Vocabulary

Bully/Bullying
Bystander
Upstander
Courage
Tattling vs. Telling

Discussion Starters



Choose the appropriate questions for the learners in your classroom:

- Remembering** What's the difference between a bystander and an upstander?
Name the four ways to go from being a bystander to an upstander.
In the story, how does NED interrupt the bullying?
When NED speaks out, what does he say?
The video says that ALL KIDS have something in common. They are all _____.
- Understanding** What is the definition of bullying?
What can bullying look like and sound like?
Identify common place/times where you see bullying take place at your school.
What are some ways that you have seen or experienced bullying?
What are examples of non-physical bullying (e.g. shunning, leaving people out)?
- Applying** What are some ways that you could "interrupt" bullying on the playground? In the classroom? In the hallway?
How could you apply the four upstander tools if YOU were being bullied?
- Analyzing** "Bullies aren't used to their targets having a buddy." Do you agree? Why?
Why is telling an adult not tattling?
Describe how each character in this scene is feeling right at the moment of bullying:
- Evaluating** "It takes courage and hard work to be an upstander." Is this true for you? Why or why not?
Why does someone choose to bully?
Are there ways that you could 'be a buddy' to the bully?
How would NED choose to treat the person who bullied?
- Creating** Describe additional scenarios/settings where these four character are present.

Continued...

BIG IDEAS To Reinforce



Standing Up to Bullying, Creative Problem Solving

Student-Friendly Learning Target

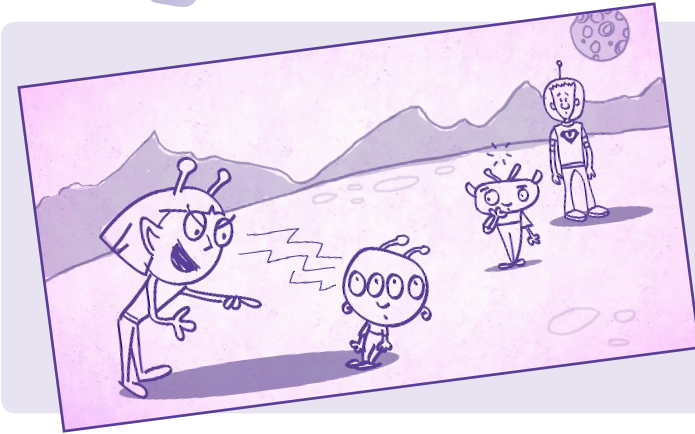


I can identify bullying and know four actions I can take to stop it.

Common Core STATE STANDARDS

Speaking & Listening
Interact with information presented in diverse media and formats.

- Grade K: SL.K.1-K.2
- Grade 1: SL.1.1-1.2
- Grade 2: SL.2.1-2.2
- Grade 3: SL.3.1-3.2
- Grade 4: SL.4.1-4.2
- Grade 5: SL.5.1-5.2
- Grade 6: SL.6.1-6.2



BULLYING

- Meanness towards those who are smaller or weaker
- Picking on people who can't do or say anything back
- Over and over

Writing Prompts



Choose the appropriate prompt for the learners in your classroom:

Help students complete this sentence: Upstanders are _____ (Example: "Upstanders are kind" or "Upstanders stand up for what's kind").

How could you apply the four upstander tools if YOU were being bullied?

How would NED treat the bully? Describe the four ways to be an upstander, carefully considering the bully's feelings in each scenario.

Can you be a bully without someone knowing who you are? Bullying doesn't have to be physical or even face-to-face. What are examples of 'anonymous bullying'? What are some non-school areas where bullying occurs (e.g. online). How can you be an upstander in these spaces?

Activities



Choose the appropriate activity for the learners in your classroom:

Who's Who Hand out the printable of the four main characters from the video. After coloring have students draw a line to match up the character with their name/role in the video ("upstander" to NED).

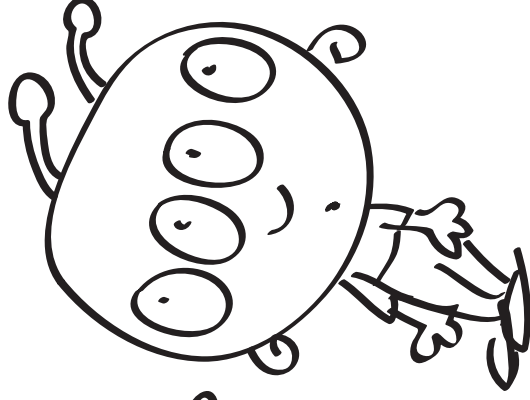
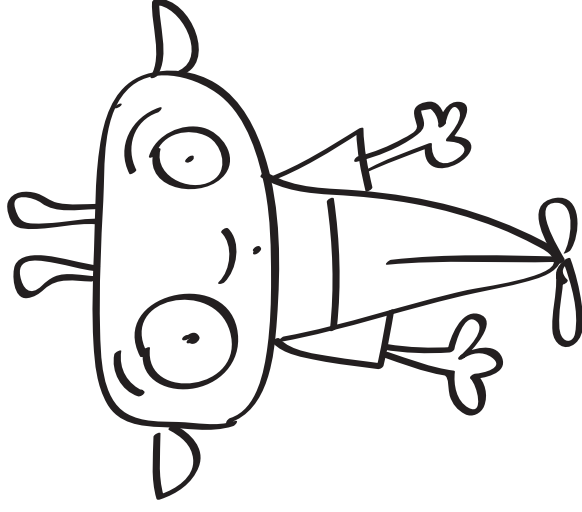
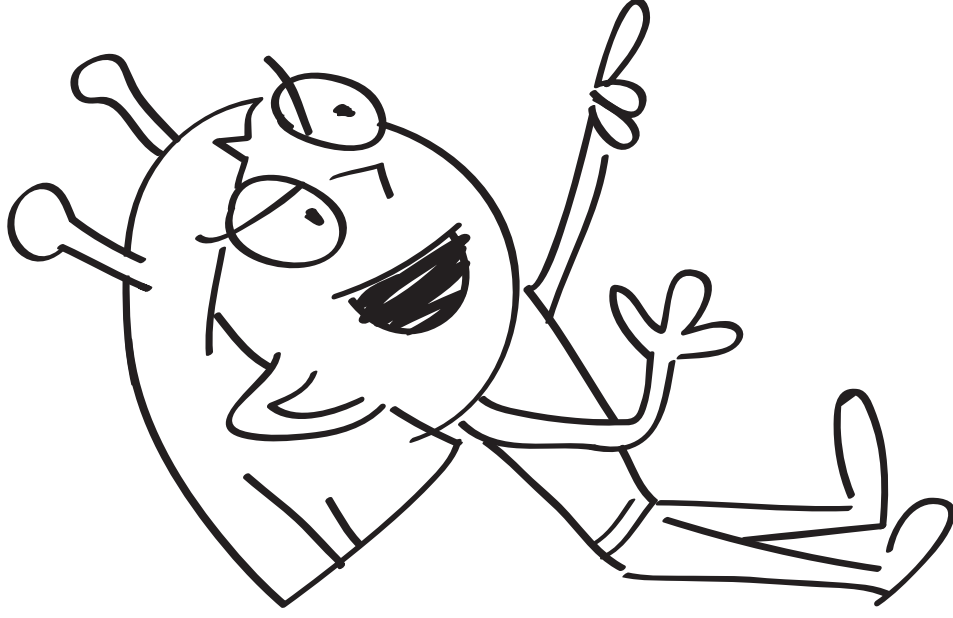
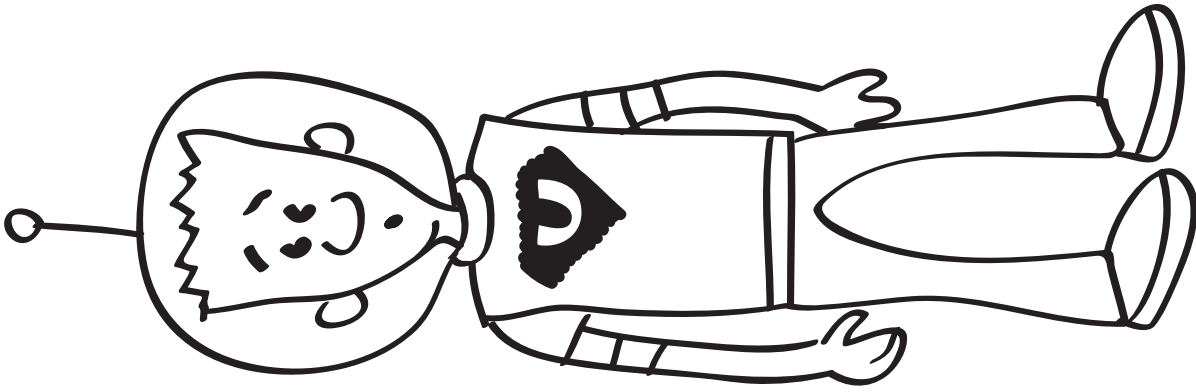
 **PRINTABLE**

Reader's Theatre Students can identify bullying and use the four helpful actions to stop it.

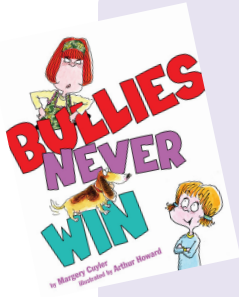
1. Divide class into small groups of 4-5 students.
2. Assign a script recorder for each group. This person is responsible for writing the script.
3. Allow each group to decide a setting for their bullying scene. This should be realistic, though it could also be out of the box (i.e. a social media website).
4. Each member of the group is a character in the script. There should be at least one person for each of the four roles discussed: bully, target, bystander, upstander.
5. Each character needs a minimum of three lines of conversation/interaction during the play. The scene should begin with a brief history (the definition of bullying means it's happened over and over!), then a bullying incident, an upstander moment (using at least one of the four new skills), and a summary of how things turned out in the future. Remind students that the end goal is a school where EVERYBODY feels safe and good about themselves.
6. Allow groups time to write a script and prepare to present their Reader's Theatre Play to the class.
7. After each play is performed, have the audience discuss how they knew the incident was "bullying." Then, identify which of the upstander skills were used to stop the bullying from continuing. Also, discuss how of each of the characters might have felt during the bullying, during the upstander moment, and after the event passed.

Name: _____

Directions: Color the characters from the video "You Can Be an Upstander" below. Draw a line between the character and their name.



Bully Target Bystander Upstander



Bullies Never Win

by Margery Cuyler and illustrated by Arthur Howard

When the class bully, Brenda Bailey, makes fun of Jessica's skinny legs and her boyish lunch box, Jessica doesn't know what to do. She doesn't want to be a tattletale, but she also wants the bullying to stop. Can Jessica find the courage to stand up for herself? - *Simon & Schuster*

Build Background

Discuss the word "bullying." On two pieces of chart paper write "looks like" (with an eye) and "sounds like" (with an ear). Ask students to identify what kinds of things they would see and hear if someone was being bullying.

Key Vocabulary

worrier	pg 1	teased	pg 21
bullies	pg 10, 17	tattletale	pg 25
ignore	pg 10, 15	blushed	pg 28
sobs	pg 21		

Discussion Starters



1. What did Jessica worry about when she was at home? at school?
2. How do you know that Jessica felt hurt when Brenda was mean?
3. Why was Jessica worried about going to school?
4. What advice did Jessica's mother give to her?
5. How did Jessica finally solve her problem?
6. How did Brenda feel when Jessica stood up to her?
7. NED is sitting with his friends at lunch when one of the kids starts to make fun of a girl sitting nearby. What would NED do next?

Writing Prompt



My Act of Kindness Discuss with students the word "kindness." What are some acts of kindness that we could do? Create a list on the board for students to refer back to when completing their writing prompt ("My act of kindness...I can _____").



Activities



Kindness Quilt Use the quilt squares created in the writing prompt to make a classroom "Kindness Quilt." Cut out square pieces of construction paper and attach their writing square. Allow students to punch holes in their quilt square. Cut a length of yarn for students to lace around their square (*Hint: wrap tape around the end of the yarn to keep it from fraying while lacing*). Staple the squares next to each other on a bulletin board entitled "Kindness Quilt."

Catching Kindness Sit in a circle or have students sit at their desks. Using a foam or koosh ball start out by saying a student's name and telling one nice thing about him/her. Then throw the ball to that student to allow them to do the same. Continue the game until all students have had a turn catching and throwing the ball.

More Resources

- Accelerated Reading Quiz: 131989
- www.actsofkindness.org

BIG IDEAS To Reinforce



Standing up to Bullying, Kindness, Encouraging Others

Student-Friendly Learning Target

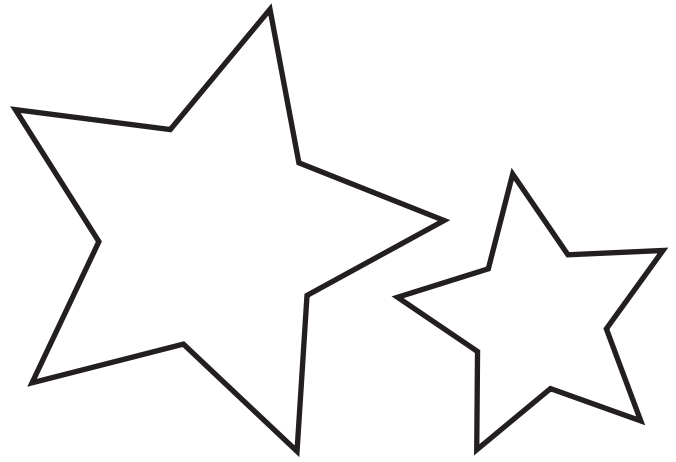


I can retell a story remembering the characters, setting and what happened.
I can write a sentence with a picture to tell others about how I can be kind.

RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Name: _____

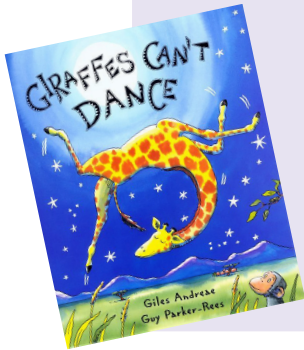
Directions: Draw an act of kindness that you can do.
Then, write (or dictate) what you can do to be kind
(e.g. be helpful, share toys, help others).



My act of

Kindness

I can _____



Giraffes Can't Dance

written by Giles Andreae and illustrated by Guy Parker-Rees

Gerald is a tall giraffe with very long legs and a very long neck. He is not a good dancer. But when the jungle dance comes, Gerald desperately wants to join the fun. Will the advice from an unexpected friend give Gerald the courage to dance to his own song?

BIG IDEAS To Reinforce



Confidence,
Encouraging Others,
Trusting Yourself

Build Background

Explain to the class that they are going to listen to a story about a giraffe named Gerald, who gets teased because he is clumsy and cannot dance like the other animals. However, Gerald meets a helpful friend who encourages him. Ask the children if someone has ever helped them learn how to do something new. How did they feel when they could not do what everyone else was doing? How did they feel once they learned how to do it?

Key Vocabulary

buckled	pg 4
Africa	pg 5
jungle	pg 5
clumsy	pg 12
violin	pg 19
boogied	pg 25

Student-Friendly Learning Target



I can describe how the main character changed his attitude as the story progressed.
I can retell a story through the use of puppets.

Discussion Starters



1. How do you think Gerald felt when the other animals called him clumsy and weird?
2. Who helped Gerald learn to dance?
3. How do you think Gerald felt when he danced and the animals said, "Gerald is the best dancer we have ever seen"?

Writing Prompt



Who is your cricket? - Identify encouragers Hand out the printable activity. Students will complete the writing prompt "Tell about someone who has helped you" and then draw a picture to go with it.

PRINTABLE

Activity



Puppet Stories After reading the story give students a copy of the stick puppet printable (printed on card stock). Each character can be colored, cut out and glued onto a craft stick. When students have completed their puppets gather the group together to read the book one more time and act it out with their puppets. Then pair students together to retell the story to each other on their own.

PRINTABLE

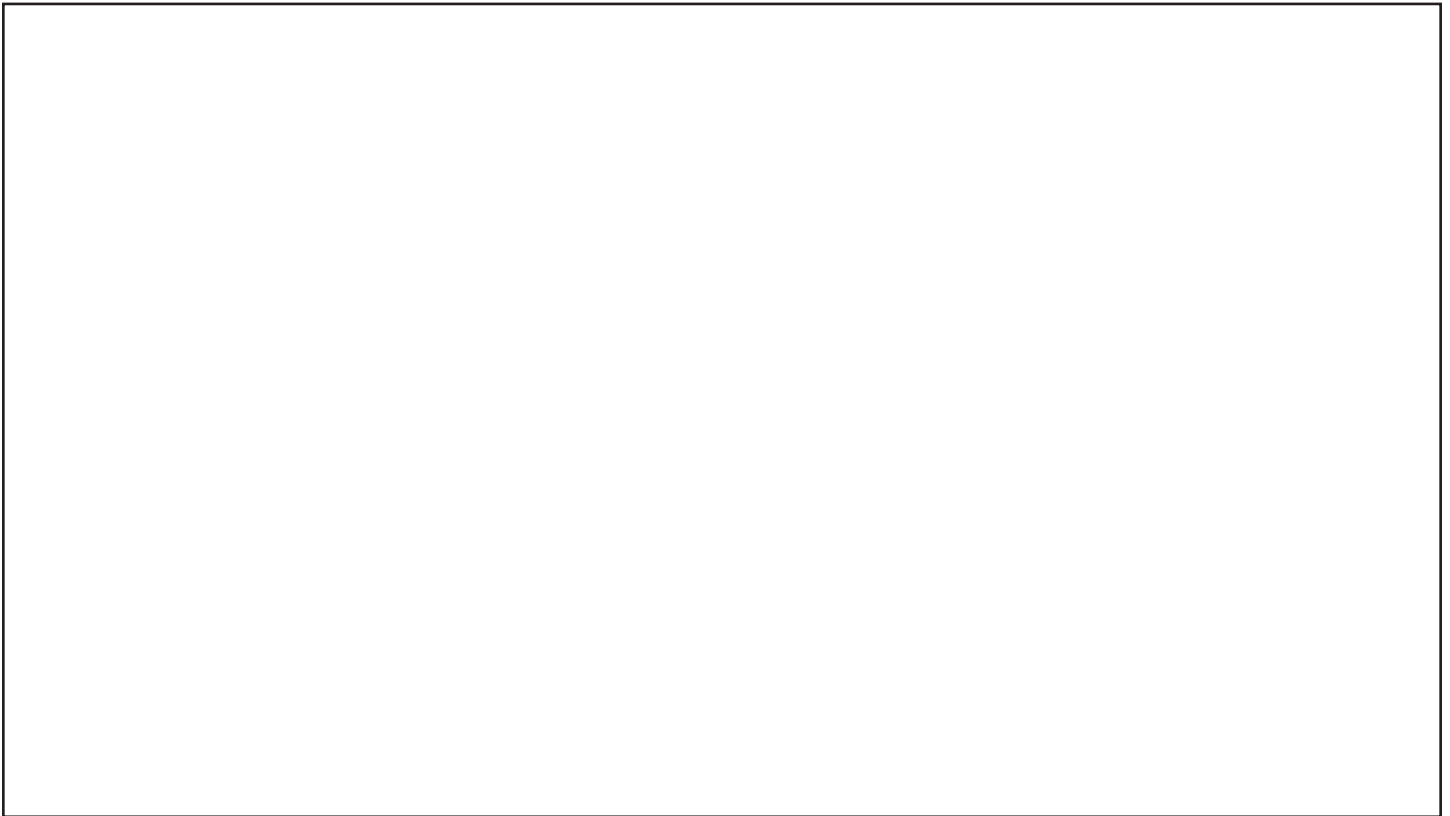
More Resources

- Accelerated Reading Quiz: 54861
- Art project Idea:
www.deepspacesparkle.com/2008/02/04/giraffes-cant-dance/

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Name: _____

Directions: Draw a picture of who helped you learn how to do something new, like the cricket did for Gerry in the book *Giraffes Can't Dance*. Complete this sentence: _____ helped me by _____. (Example from Gerry's perspective: "The cricket helped me by encouraging me to dance.")



helped me by _____

✂ Cut out





The Recess Queen

by Alexis O'Neill and illustrated by Laura Huliska-Beith

In this sassy playground romp the irrepressible new kid dethrones the reigning recess bully by doing the unthinkable — she invites her to be her friend! Not only will kids relate to the all-too-common issue of bullying, but parents and teachers will appreciate the story's deft handling of conflict resolution (achieved without adult intervention). - Scholastic

BIG IDEAS To Reinforce



Standing up to Bullying
Tattling vs. Telling
Encouraging Others
Kindness

Build Background

Key Vocabulary

Ask students *What is a bully? Have you ever been bullied or seen someone else be bullied? What does bullying look like?*

queen	pg 1
crossed her	pg 4
to set the record straight	pg 13

Student-Friendly Learning Target



I can explain what a bully is and what to say to a bully.
I can write from the perspective of the main character in a story.

Discussion Starters



1. Why was everyone scared of Mean Jean?
2. What did Katie Sue do that surprised Jean?
3. How did Jean feel when Katie asked her to jump rope?
4. What makes you feel safe at school?
5. What's the difference between tattling and telling?
6. Discuss the three strategies for dealing with a bully (walk, talk or tell).

Writing Prompt



Before + After Read the book to page 10 (“...too new to know about Mean Jean the Recess Queen”). Hand out the printable activity that asks students to write from the perspective of Mean Jean (*How does she feel at this time in the story?*). Students may need to see the events written on chart paper to help recall events. Finish reading the book. Instruct students to complete the second half of printable, again from the perspective of Mean Jean, after hearing the rest of the story.

PRINTABLE

Activity



Action Charades Students take turns performing an action provided on index cards while the rest of the class guesses the action. Use the printable word cards to make it even easier! *Bonus Idea: Students create pictures to go with words from the charade game.* PRINTABLE

Illustrated Words In partners or groups, instruct students to create a poster illustrating words from the story. For example ‘ANGER’ could be written in big red capital letters. ‘Friend’ could be written in a flowing blue font.

More Resources

Accelerated Reading Quiz: 55842

Printable Resources from the Publisher (*scroll to the bottom of this webpage*)

Common Core STATE STANDARDS

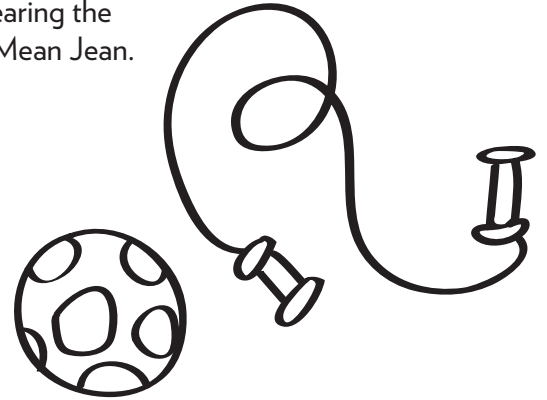
RL.2.3. Describe how characters in a story respond to major events and challenges.
SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Name: _____

Directions: In the first half of the story how does Mean Jean feel? After hearing the rest of the story, complete the second half, again from the perspective of Mean Jean.

In the beginning

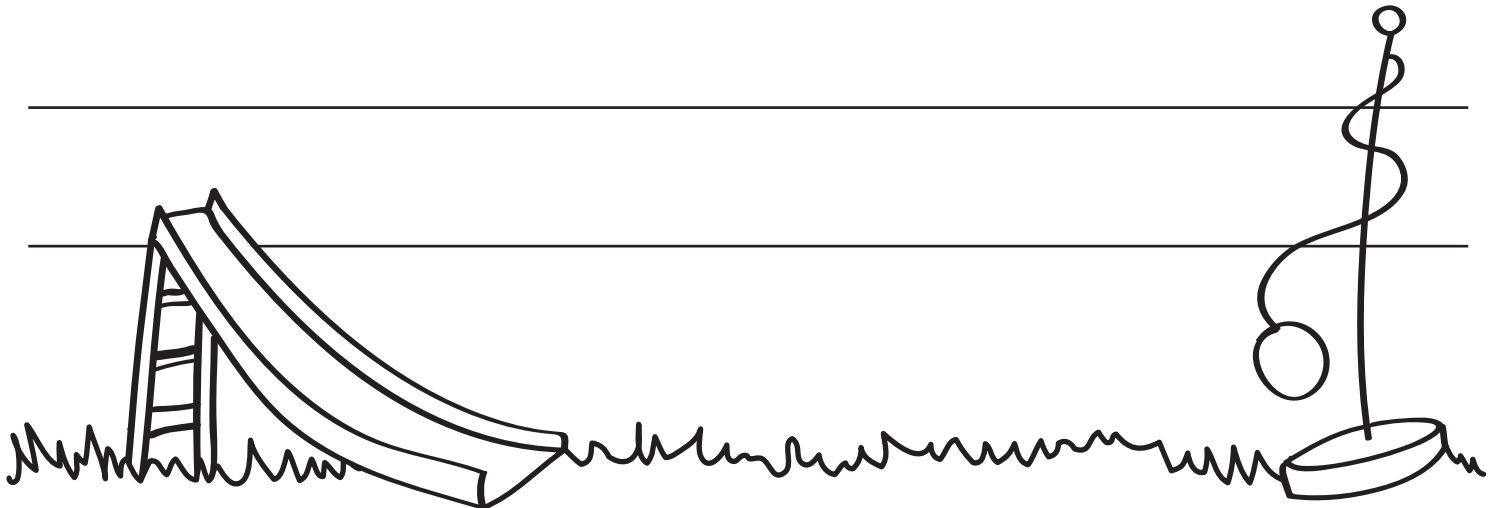
Mean Jean feels...





At the end

Mean Jean feels...



bounce

kick

swing

hop

skip

jump

lift

play

push

smoosh

hammer

slam

growl

scare

run

charge

grab

snarl

breathe

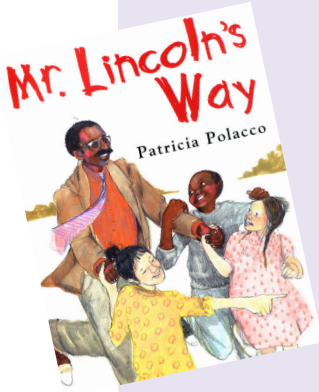
pull

sing

stare

shout

giggle



Mr. Lincoln's Way by Patricia Polacco

Mr. Lincoln is the coolest principal ever! He knows how to do everything, from jumping rope to leading nature walks. Everyone loves him . . . except for Eugene Esterhause. "Mean Gene" hates everyone who's different. He's a bully, a bad student, and he calls people awful, racist names. But Mr. Lincoln knows that Eugene isn't really bad—he's just repeating things he's heard at home. Can the principal find a way to get through to "Mean Gene" and show him that the differences between people are what make them special? - *Philomel*

BIG IDEAS To Reinforce



Tolerance, Citizenship,
Doing Your Best,
Welcoming All People,
Learning from Mistakes

Build Background

Write the word "bully" on chart paper. Ask students what comes to their mind when they hear this word. Write a list of their responses on the chart paper.

Key Vocabulary

bully	pg 4
atrium	pg 8, 12, 14
coax/coaxing	pg 29, 32

Student-Friendly Learning Target



I can write a character analysis of the main character the story.

Discussion Starters



1. How did the students react to Eugene when he was a bully?
2. List the ways Eugene changed?
3. At the end of the story, how did the other students feel about Eugene?
4. Mr. Lincoln accepted all of his students. What can we do to make sure that we accept others?

Writing Prompt



Then & Now On one piece of chart paper write, "Eugene Then" and on another piece write, "Eugene Now." Ask students to tell about some of Eugene's characteristics in the beginning and the end of the story. Discuss some of the events that contributed to this change. Have students complete the graphic organizer using the chart to help. Then, ask students to create a final copy of their character analysis. **PRINTABLE**

Activities



Identify Unique Qualities On chart paper brainstorm words that describe characteristics that make students feel unique. Examples would be: hobbies, dreams, heritage, eye-color, hair color, talents...etc. After the list is created students will create a bird (any color, size shape) out of construction paper. When the project is completed students will write some of their personal characteristics on the bird. Take some time to discuss what students think make them unique. *Display Idea:* Create a Classroom aviary by stapling the birds on to the bulletin board, entitled "A Flock of Unique Students" or hang the birds throughout the classroom.

More Resources

- Accelerated Reading Quiz: 53459
- Question and Activities from the Author

Name: _____ Date: _____

Detail the events and feelings that Gene experienced in Mr. Lincoln's Way.

Describe Gene at the **beginning** of the book

Event 1

Gene FEELS...

Event 2

Gene FEELS...

Event 3

Gene FEELS...

Event 4

Gene FEELS...

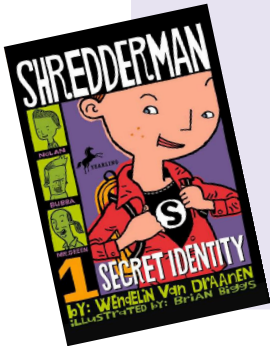
Event 5

Gene FEELS...

Event 6

Gene FEELS...

Describe Gene at the **end** of the book



Shredderman: Secret Identity

by Wendelin Van Draanen and illustrated by Brian Biggs

Bubba Bixby is a bully - he cheats, steals, cuts in line, and terrorizes little kids. Nolan thinks it would take a superhero to make Bubba behave. But what no one knows yet is that there's a little superhero lurking within Nolan's nerdy exterior, just waiting for the chance to bust out. - *Random House*

Build Background

Ask the class what special powers they would want and how they would use them. Show the book cover and explain that this book is about a student named Nolan who uses a secret identity to create a cyberspace super hero who uses his secret powers to go against the school's number one bully, Bubba.

Key Vocabulary

assertive	pg 2
putrid	pg 6
data	pg 60
cyberspace	pg 69
censoring	pg 100
spacey	pg 105


Discussion Starters



1. Ian's dad says that boys aren't born bad, they grow into being bad. Do you agree or disagree with this comment? Explain your answer.
2. Freddy begins giving Ian a hard time and calls him a Nerd (pg 38). Another student, Trinity, stands up to Freddy and tells him to leave Ian alone. Which student are you most like and why: Ian, the one who is being called a name, or Trinity who sticks up for her classmate? Alternatively, share which of these students would you most like to be like (or not) and explain your answer.
3. Ian begins to change himself as his plan progresses. For example, when his first attempt with the hidden camera fails to capture the images he wants (pg 40), he doesn't give up. Find an example in chapter 9 or chapter 13 that proves Ian has changed (pg 82, 112-113, etc).

Writing Prompt



Fill-in Descriptions This book begins with a description of Bubba Bixby, the school bully. Use the printable to prompt students to fill in the blanks to create a positive description of themselves.  **PRINTABLE**



Activities



Acronyms As a class, create an acronym that will be used to show that bullying is not acceptable. An example could be to create a sign that says BAN Bullying! The letters could stand for B-be, A-against N-negative choices. Challenge students to work in small groups to create more acronyms that they could use to identify and stand up to bullying.

NED Awards Ian was shocked by how mean Mr. Bixby was to Bubba. He then thought about his own dad and considered himself very lucky that his dad didn't treat him like Mr. Bixby treated Bubba. Who is someone that makes you feel loved and respected? Create a NED award for this person explaining how they use the qualities of NED with you.

More Resources

-  Accelerated Reading Quiz: 75663
-  Book Website

BIG IDEAS To Reinforce



Standing up to Bullying, Teasing, Heroes, Creative Problem Solving

Student-Friendly Learning Target



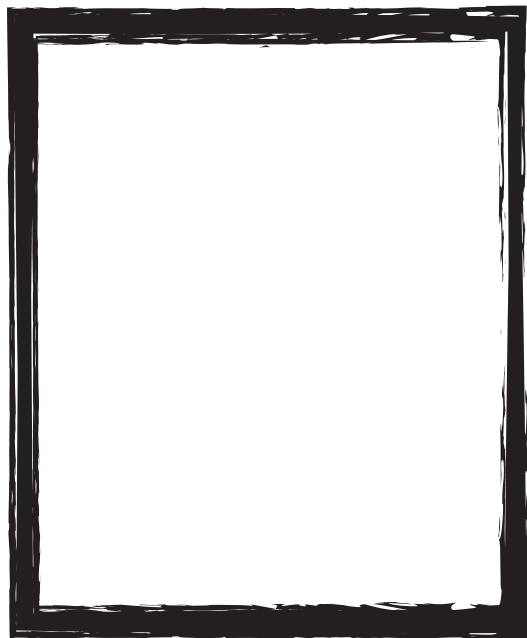
I can determine actions that should be taken against bullying.
I can compare characters' decisions and use them as an example of what I would do if in a similar situation.

Common Core STATE STANDARDS

- RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from a text.
- RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection and research.
- L.4.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.

Name: _____ Date: _____

This book begins with a description of Bubba Bixby, the school bully. If a book began with a description of you, what would be written? Begin the same way the author did and fill in the blanks to create your description. Be sure to highlight your abilities (maybe you are a great artist, musician, student, friend, etc.).



Me

was born _____

and _____,

and _____.

That's what my _____

thinks anyway. My _____

says a boy/girl isn't born _____

-he/she grows into being _____.

I don't know who's right. What I do know is that _____

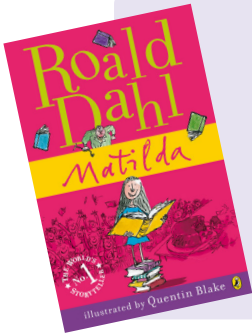
_____. And _____

_____.

Teachers are always telling _____ to _____

_____ -they have no idea what they're saying!

_____ can _____.



Matilda by Roald Dahl

Poor, misunderstood Matilda fights back against an unappreciative world through a hidden talent: Matilda is the world's greatest practical joker! Little effort is needed to put one over on her obnoxious parents, but can shy little Matilda handle the formidable headmistress, Miss Trunchbull, and win the respect of every kid in school? Yes! - *Scholastic*

Build Background

Matilda is written by the same author of *Charlie and the Chocolate Factory* and, just like that story, is full of humor, creativity, and absurd and entertaining situations! The main character is a four-year-old genius.

Building Vocabulary

The book was written in the UK and has many British English phrases and words including headmistress, colour, rubbish, etc.

Discussion Starters



bully oriented questions...

1. What makes Matilda a funny book?
2. Do you think Miss Trunchbull or the Wormwood parents could be real people? Explain your answer.
3. What does it mean to exaggerate? Give an example of an exaggeration in this story. How can exaggeration be amusing? Can it ever be harmful? Give an example.
4. NED is a new student at Crunchem Hall Primary School. How is he going to react to and cope with Miss Trunchbull?
5. Listen to Roald Dahl speak ("An interview with Roald Dahl" under "The Man" at www.roalddahl.com) and list 3 things that you learned while listening that help you understand how Roald Dahl created this story.
6. Watch the movie "Matilda" and compare it to the book. Create a Venn diagram to show the similarities and differences. How you think Roald Dahl would react to the movie?

Writing Prompt



Write a story about Matilda as an adult. Describe what kind of job she has, if she is married with children, and where she lives. Also, tell how she uses the events of her childhood now that she is an adult. Alternatively, tell the story from Miss Trunchbull's point of view of how Miss Trunchbull became the guardian of Miss Honey. Your reader should be convinced that she is, in fact, a very kind hearted person.

Activity



Silly Stories Hand out the printable and instruct students to make three lists based on the book: 8 characters, 8 settings, 8 events. Have students follow the instructions to create a silly story using the characters, settings and events from the book. Students can use a scenario from their silly story to write an amusing story, or orally tell a story.

PRINTABLE

More Resources

- Accelerated Reading Quiz: 5429
- roalddahl.com

BIG IDEAS To Reinforce



Standing Up to Bullying, Knowledge, Good vs Evil, Justice, Imagination

Student-Friendly Learning Target



I can infer what Matilda's life will be like in the future through a narrative writing. I can tell a part of the story from another character's point of view. I can use the author's style of exaggeration as a model to create stories of my own.

Common Core STATE STANDARDS

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
 W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Name: _____ Date: _____

Make lists of 8 characters, settings and events from the book Matilda. Next, pair up with another student and create a silly story, using the items from these lists combined with the other types of words indicated in the fictional letter below.

characters

settings

events

1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____
8	_____	_____	_____

Dear _____ *character* _____

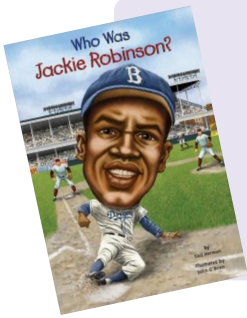
It has come to my attention that _____ *character* _____ was involved in a _____ *adjective* _____ incident near _____ *setting* _____. As a result of his/her involvement in _____ *event* _____ we are _____ *verb ending in -ing* _____ for a period of _____ *quantity of time* _____ and request your utmost discretion when addressing _____ *plural noun* _____ in his/her _____ *setting* _____.

I met with _____ *character* _____ at _____ *setting* _____ and informed him/her of this incident to which he/she responded by saying “_____ *common phrase* _____.”

I am very _____ *emotion* _____ with him/her for this _____ *adjective* _____ behavior. I am requesting that you _____ *verb* _____ at _____ *setting* _____ in order to address this _____ *adjective* _____ situation.

Sincerely, _____ *character* _____

Create your own silly story!



Who was Jackie Robinson?

by Gail Herman and illustrated by John O'Brien

A boy who stood up for himself? A teenage sports superstar?
An African American who changed the face of baseball forever?
All of the above! - Grosset & Dunlap

Build Background

Build background knowledge on segregation, the Jim Crow laws (pg 5 and www.ferris.edu/jimcrow/what.htm) and on the Depression (Brainpop.com's Social Studies Videos).

Build Vocabulary

prejudice
boycott
color barrier pg 86, 94, 97, 100

BIG IDEAS To Reinforce



Acceptance, Role Model, Generosity, Integrity

Student-Friendly Learning Target



I can use demographics and societal beliefs to explain the treatment of different ethnic groups in history. I can use a maze to represent the roadblocks and advancements in Jackie Robinson's life. I can use my understanding of racism and segregation to express my opinion about modern racism.

Common Core STATE STANDARDS

RI 6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples and anecdotes).
RI 6.6 Determine and author's point of view or purpose in a text and explain how it is conveyed in the text.
W 6.1 Write arguments to support claims with clear reasons and relevant evidence.
W 6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL 6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Discussion Starters



1. Jackie Robinson was leader in the US army and then later banned from staying in a hotel with his fellow teammates during his early baseball seasons in the same decade. What is the contradiction of these two events?
2. What is the author's purpose in writing this story? How does she accomplish this? Justify your reasoning.
3. At times, Jackie wanted to put down his bat and use his fists against the people insulting him (pg 78). How hard is it for you to keep your anger in control and not respond impulsively with words or actions? When you feel anger building what are steps you can take to calm yourself down? If you continue to be provoked what should you do?

Writing Prompt



Even though segregation has been illegal since the mid 1960's do you think racism still exists today? Does racism affect certain ethnic groups, genders, ages, income levels or lifestyles? Is it in schools, communities, public places, and nation wide? Does the availability of technology enhance racism? Conclude by stating your opinion on the urgency of ending racism and give suggestions as to how this can be accomplished.

Activities



Pinpoint Georgia and California on a map and discuss how these locations could have meant totally different lifestyles for African Americans in the 1920's. Then jump to 1942, find Kansas and Texas on a map, and discuss how these two locations meant totally different things for Jackie while serving in the army (refer to chpt 1 and 6).

Jackie's Timeline Using the printable as a guide, have each student create an illustrated timeline beginning with Jackie as a baby and ending with his first pitch in the 1972 World Series. They can put a stop sign at every roadblock he faced and an arrow to show how he found a way to reach his goals.



More Resources

- Accelerated Reading
- www.jackierobinson.org/about/jackie.php
- Quiz: 141837

Name: _____ Date: _____

Identify several of Jackie Robinson's major goals. Then identify the roadblocks he encountered on his way to these goals. Lastly, explain how he made his way around them and accomplished his goals. Include the year of each goal.

GOAL

ROADBLOCK

WAY AROUND

